



Bishop Young Academy: Pupil Premium Strategy & Catch Up Spending 2018-19

Bishop Young Church of England Academy is a Christian school with a caring ethos. We are passionately dedicated to the provision of high quality learning, personal development and diverse enrichment opportunities. As part of Abbey Multi Academy Trust we are committed to “Working in partnership to educate, nurture and empower” our students.

The number of students within Bishop Young who are eligible for the PPG is more than double the national average. As such the leaders of BYA make decisions regarding school improvement and the introduction of new initiatives starting from the premise of “What will be most effective for our PP students?”. The strategy for deploying both the Catch Up funding and the PPG are included in the same document.

Pupil Premium funding for those pupils who are defined as “looked after” (CLA) is £1,900. This document does not outline the way in which that additional funding is deployed for our individual CLA students however these students do benefit from many of the strategies outlined in this document. Where CLA students they meet the criteria for a specific intervention they are prioritised to ensure their needs are met as quickly as possible. Details of how individual PP+ funding is deployed will be found in the student’s PEP.

1. Summary information												
School	Bishop Young Church of England Academy											
Academic Year	2018-19	Total PP budget		Total Catch Up Budget		Grand Total						
Total number of pupils	681	Number of pupils eligible for PP		422 (61%)	Date of most recent PP Review	January 2016 (B11 Review) of DYCA						
2. Current attainment												
		Students eligible for PP			All other students			National Non Pupil Premium			National Variation	
Progress 8 outcome for 2017-18		-1.2			0.6							
Basics 9-5 in English & Maths		7.9%			19.2%							
Basics 9-4 in English & Maths		22.5%			34.6%							
Demographic	Year 7		Year 8		Year 9		Year 10		Year 11		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage		
Total Cohort	136		91		142		153		159		681	
PP Cohort	91	66.9%	56	61.5%	95	66.9%	85	55.5%	94	29.5%	421	61.64%
Current FSM	48	35.20%	32	35.10%	54	38%	46	30%	47	59.1%	227	33.24%
SEND Cohort	24	17.6%	18	20.8%	23	16.10%	14	9.10%	20	12.5%	99	14.5%
PP + SEND	11	8.08%	14	15.30%	21	14.7%	10	6.5%	15	9.40%	71	10.4%

The following progress barriers have been identified for our students. The Senior Leadership team have engaged in extensive research regarding the social context of our local community and the students within our school. Reports regarding this research can be found [here](#)

In-school barriers	
A.	Poor Literacy and oracy skills prevent disadvantaged students from accessing the curriculum effectively and hamper their progress as they move on to more challenging curriculum at KS4.
B.	Mathematical skills (as assessed at KS2) are lower for students eligible for the PP. This is a barrier to them making good progress in Year 7 and later on in their school career.
C.	The proportion of students who have recognised SEND (including SEMH needs) is far higher within the cohort of students eligible for the PPG.
D.	A small number of students eligible for the PP present more challenging behaviour. This results in lost learning time and lower levels of engagement with the curriculum offer.
E	Students in eligible for the PPG frequently present as lacking in resilience, self esteem and aspiration. This results in a lower levels of engagement with the curriculum offer. This can also manifest in greater rates of mental health and wellbeing concerns.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F	Attendance rates for pupils' eligible for PP in 2017-18 was XXXX and the rates of persistent absenteeism in the PP cohort was XXXX This reduces their school hours and has a negative impact on their progress and attainment.

Current Position July 2018:

- PP Attendance for 2017-18 was 87.58%
- PP Persistent Absenteeism was 37.09%
- PP Exclusions - 12.5%
- Disadvantaged P8 -1.207

Expected Position July 2019:

- PP Attendance for 2018-19 93%
- PP Persistent Absenteeism was 25.00%
- PP Exclusions reduced to 6%
- Disadvantaged P8 -0.3

The following numbers were correct at 1.10.18, these will be updated once each half term.

Specific milestones regarding the academic progress of PP students can be found in detail within the Outcomes Action Plan.

In addition to the actions below the following should also be noted:

- The dominant size of the PP cohort within Bishop Young means that all actions of all leaders within the school impact upon their progress. As such all action plans reference the impact on both NPP and PP cohorts within their success criteria. All formal line management meetings include a requirement that strategic actions are reviewed against the needs of the PP cohort within school.
- £4500 has been allocated to the Rewards budget. Details of how this has been deployed can be found in the Behaviour action plan under DKI
- Significant funding has been deployed to enhance the staffing levels within the Pastoral team beyond the ratio at other MAT schools. This has been done in order to increase the contact capacity of this team to better meet the needs of our students, especially those eligible for the PPG. Details of how this team are deployed and these resources utilised can be found within the following action plans: Behaviour (DKI), Attendance (ATH), Alternative Provision (EKE) SEMH & Wellbeing (EKE) Safeguarding (EKE). These actions plans also contain the specific milestones which these teams work towards and the QA measures in place to support those students.
- The large proportion of SEND/PP students within our cohort has warranted a significant proportion of the SEND budget to come directly from the PPG. The deployment of these resources and the milestones used to track success can be found within the SEND Action plan (EKE)

Priority 1: Educate

Total Budgeted Cost for strategies within this section: £143,884 + Additional staffing costs for specific roles and Alternative Provision

Activity/Task & Rationale based on Research	Milestones			Lead
	Mile stone 1 Success Criteria (Term 1)	Mile stone 2 Success Criteria (Term 2)	Mile stone 3 Success Criteria (Term 3)	
<p>Utilising Class charts seating planner effectively, staff will identify PP students within their groups and adapt delivery in order to best support their progress over time. Information regarding student needs will be kept by each teacher in a Teaching Folder which allows them to plan lessons which meet the needs of the students in their classes.</p> <p>Total Annual Cost: £1,670</p>	<p>For Teaching and Learning to be judged at 70% good or better based on Q.A. cycles including lesson observation, learning walks and work reviews.</p>	<p>For Teaching and Learning to be judged at 75% good or better based on Q.A. cycles including lesson observation, learning walks and work reviews.</p>	<p>For Teaching and Learning to be judged at 80% good or better based on Q.A. cycles including lesson observation, learning walks and work reviews.</p>	MCA
<p>All Year 11 students receive a free Revision Resource Pack in November 2018 which contains appropriate revision guides, knowledge organisers and other resources to support their revision outside of school.</p> <p>Through the “Kick Start” programme in September 2018 students will be coached in effective methods of revision which will support them throughout the year.</p> <p>The FOLDR access point to the digital resources library is used by students to access high quality resources for revision at home by KS4 students.</p> <p>The “BYA Study Buddy” Twitter account posts regularly to provide students with guidance, encouragement and revision advice while signposting the high quality revision resources available online.</p> <p>Total Cost: £4000</p>	<p>70% of yr11 students “agree” or “strongly agree” that they have the necessary resources and guidance to revise at home.</p> <p>All Year 11 Subjects have revision resources within the Digital Resource Library.</p> <p>BYA Study Buddy twitter account and blog are established and have been launched with students.</p>	<p>90% of yr11students “agree” or “strongly agree” that they have the necessary resources and guidance to revise at home.</p> <p>All KS4 options subjects have revision resources within the Digital Resource Library.</p> <p>BYA Study Buddy twitter account has at least 100 followers and posts weekly.</p>	<p>90% of y10 students “agree” or “strongly agree” that they have the necessary resources and guidance to revise at home.</p> <p>All KS4 options subjects have revision resources within the Digital Resource Library.</p> <p>BYA Study Buddy twitter account has at least 150 followers and posts information weekly.</p>	<p>ATH</p> <p>CTU</p>
<p>A well-qualified Literacy Co-Ordinator supports the delivery of literacy across the curriculum. This includes the close monitoring of reading age information, supporting the development of resources banks for teaching literacy.</p> <p>The Lit-Co will quality assure the use of the whole school marking code for Literacy which will provide consistency for students and allow staff to effectively develop SPG level literacy</p>	<p>Literacy element of work scrutiny with show 60% Good or better practice.</p> <p>100% of classrooms will have a current WOW poster.</p>	<p>Literacy element of work scrutiny with show 70% Good or better practice.</p> <p>100% of classrooms will have a current WOW poster.</p>	<p>Literacy element of work scrutiny with show 80% Good or better practice.</p> <p>100% of classrooms will have a current WOW poster.</p>	<p>JSE</p> <p>MCA</p>

<p>within their subject area. This will support the growing demand in the new GCSE curriculum for students to showcase strong literacy skills at both work and sentence level.</p> <p>The Lit-Co will use initiatives such as Word of the Week and Drop Everything and Read to promote a culture in school which celebrates Literacy.</p> <p>Please see the Literacy Action Plan for full details of this work stream.</p> <p>Total Cost: £2666 – Literacy TLR 64% of LRC Staffing/Costs attributed to PPG. Library Staffing & Running Costs - £31,619</p>	<p>60% of lessons observed (either formally or informally) will include strategies which actively promote literacy skills.</p> <p>Other milestones are indicated within the Literacy action plan.</p>	<p>70% of lessons observed (either formally or informally) will include strategies which actively promote literacy skills.</p> <p>Other milestones are indicated within the Literacy action plan.</p>	<p>80% of lessons observed (either formally or informally) will include strategies which actively promote literacy skills.</p> <p>Other milestones are indicated within the Literacy action plan.</p>	
<p>In January 2019 Reading Pods will be launched across the academy. This will provide all students across the school with the opportunity to read for pleasure across a wide range of fiction and non-fiction genres.</p> <p>Each reading pod will follow a bespoke reading list which will provide students with the opportunity to read more widely at a personally challenging level.</p> <p>Reading Pods will work alongside Accelerated Reader and other intervention strategies to support the development of reading with students with a reading age which will not support their academic progress.</p> <p>Accelerated Reader – Total Cost Reading Pods – Total Cost</p>	<p>Training has been delivered to all staff and the correct reading literature sourced.</p> <p>Student Voice indicates preferred literature by students.</p> <p>Reading Pod pupil group determined through data by JSE.</p>	<p>60% of Reading Pods are being led effectively with student engagement.</p> <p>Student Voice indicates that 60% of pupils enjoy the opportunity to read as a group and feel it is having a positive impact on their literacy skills.</p> <p>Work reviews indicate that 75% of Learning id good or better.</p>	<p>70% of Reading Pods are being led effectively with student engagement.</p> <p>Student Voice indicates that 70% of pupils enjoy the opportunity to read as a group and feel it is having a positive impact on their literacy skills.</p> <p>Work reviews indicate that 80% of Learning id good or better.</p>	<p>MCA</p> <p>JSE</p>
<p>Lead Practitioners are funded to raise the quality of teaching and learning and provide expert delivery in Maths, English and Science.</p> <p>LPs also support the coaching and Support Plans for staff CPD needs as identified through the quality assurance cycles within school.</p> <p>Total Cost within Staffing budget.</p>	<p>All staff not meeting the expected standard for teaching and learning as evidenced through half termly Q.A. reports are in receipt of stage 1 or 2 support in line with in-house enhanced C.P.D. offer.</p> <p>70% of staff voice evidences that CPD meets their immediate PD needs</p>	<p>All staff not meeting the expected standard for teaching and learning as evidenced through half termly Q.A. reports are in receipt of stage 1 or 2 support in line with in-house enhanced C.P.D. offer.</p> <p>75% of staff voice evidences that CPD meets their immediate PD needs in supporting them to</p>	<p>All staff not meeting the expected standard for teaching and learning as evidenced through half termly Q.A. reports are in receipt of stage 1 or 2 support in line with in-house enhanced C.P.D. offer.</p> <p>80% of staff voice evidences that CPD meets their immediate PD</p>	<p>MCA</p>

	in supporting them to further improve their T&L practice	further improve their T&L practice.	needs in supporting them to further improve their T&L practice	
<p>“Bishop Young: Proud to be an Articulate Academy” initiative to promote the highest levels of Oracy within our academy and support students in using “talk for writing” strategies to improve their academic performance.</p> <p>Talk for Talk: Total Cost £900 Voice 21 Partnership – Total Cost £3500</p>	<p>Learning walks and observations suggest that 60% of lessons are using Voice 21 oracy strategies with effect on student progress during lessons. This is evidenced through quality of spoken and written work seen by students and hence PTP data is in line with expected targets.</p>	<p>Learning walks and observations suggest that 70% of lessons are using Voice 21 oracy strategies with effect on student progress during lesson through quality of spoken and written work seen by students and hence PTP data is in line with expected targets.</p>	<p>Learning walks and lesson observations suggest that 80% of lessons are using Voice 21 strategies with effect on student progress during lesson through quality of spoken and written work seen by students and hence PTP data is in line with expected targets.</p>	MCA JSE LPs
<p>Staff CPD – Teaching & Learning</p> <p>To provide the highest possible quality of CPD which addresses the developmental needs of the staff and ensures that BYA students benefit from the latest research driven pedagogy.</p> <p>A strong focus on Action Research will allow staff to empower their own practice and focus on “specific situations and localised solutions” (Stringer, 2007) to the barriers to learning experienced by students at BYA.</p> <p>Total Cost included in total above</p>	<p>All 4 sessions of oracy C.P.D. have been delivered in Autumn term. These have been led by Voice 21 and MCA and then the impact of this facilitated by Lead Practitioners.</p> <p>Learning walks and observations suggest that 60% of lessons are using Voice 21 oracy strategies with effect on student progress during lessons. This is evidenced through quality of spoken and written work seen by students and hence PTP data is in line with expected targets.</p>	<p>Lesson studies have been introduced to staff and all staff are working in groups to research the impact of oracy on student progress in their subject area.</p> <p>Learning walks and observations suggest that 70% of lessons are using Voice 21 oracy strategies with effect on student progress during lesson through quality of spoken and written work seen by students and hence PTP data is in line with expected targets.</p>	<p>Staff present research to staff as part of the Celebration of BISHOP Teaching and Learning 2019.</p> <p>Learning walks and lesson observations suggest that 80% of lessons are using Voice 21 strategies with effect on student progress during lesson through quality of spoken and written work seen by students and hence PTP data is in line with expected targets.</p>	MCA
<p>Numeracy Coordinator</p> <p>TLR available for a Numeracy co-ordinator to support the development of widespread numeracy for life across the curriculum.</p> <p>Total Cost included in total above.</p>	<p>Subject to the appointment of a Numeracy Co-Ordinator.</p>	<p>Subject to the appointment of a Numeracy Co-Ordinator.</p>	<p>Subject to the appointment of a Numeracy Co-Ordinator.</p>	PCO
<p><u>Personalised Learning Team</u></p> <p>At BYA the Provision for vulnerable student’s ranges from bespoke interventions, reasonable adjustments through to reduced timetables.</p> <ul style="list-style-type: none"> • ARK specific timetables to support PA students • ARK Timeout Passes • Worth It Programme Mentoring • SEMH groups 	<p>Vulnerable students identified and monitored frequently using CPOMS, Provision Map and face to face mentoring. Weekly supervision in place for the CP team including termly supervision to look at larger cases.</p>	<p>Reduction in the incidents of negative behaviours due to reasonable adjustments and SEMH interventions. Increased participation in external opportunities such as open minds, space2, women’s health.</p>	<p>Improvement in outcomes for vulnerable groups and narrowing the gap between vulnerable groups non – counterparts.</p>	EKE

<ul style="list-style-type: none"> • Beck and Counselling support • Family Support Worker • Wellbeing Worker • External Support Groups • Professionals meets <p>Total Cost: £80,303 for Teaching Assistants, Assistant SENCO TLR, SEND Budget £8600</p>		Removal of ARK door maglocks to enhance the inclusive nature of the ARK		
<p>Character Curriculum A new model is implemented for PSHCE consisting of 6 drop-down days based on the BISHOP Character Model. Research suggests that children and adults live and learn better with good moral character and that moral integrity can also have a positive impact on performance in schools, professions, and workplaces. The character education will help improve the outcomes of PP students.</p> <p>Total Cost absorbed with curriculum and staffing.</p>	<p>Weekly BISHOP Character Lessons are delivered in each form. Drop-ins by ADs and CLs demonstrate 100% compliance. PSHCE days are planned and delivered using this model.</p> <p>PP students to achieve a P8 score of -0.5.</p>	<p>Weekly BISHOP Character Lessons are delivered in each form. Drop-ins by ADs and CLs demonstrate 100% compliance.</p> <p>PP students to achieve a P8 score of -0.4.</p>	<p>Weekly BISHOP Character Lessons are delivered in each form. Drop-ins by ADs and CLs demonstrate 100% compliance.</p> <p>PP students to achieve a P8 score of -0.3.</p>	RCO

Priority 2: Nurture

Total cost of these strategies: £93,451

Activity/Task & Rationale	Milestones						Lead																								
	Mile stone 1 Success Criteria (Term 1)			Mile stone 2 Success Criteria (Term 2)		Mile stone 3 Success Criteria (Term 3)																									
<p>Attendance is carefully monitored on a daily, weekly and fortnightly basis. Forensic analysis of the data available ensures that students are identified for rapid intervention. A wide range of resources and strategies are used to support the improved attendance of the PP cohort.</p> <p>Please see the Attendance action plan for more precise detail.</p> <p>Total Cost: Full salary of Attendance Improvement Officer.</p>	<table border="1"> <tr> <td></td> <td>A1</td> <td>A2</td> </tr> <tr> <td>PP Cumulative Attendance</td> <td>91.64</td> <td></td> </tr> <tr> <td>PP Persistent Absenteeism</td> <td>24.37</td> <td></td> </tr> </table>		A1	A2	PP Cumulative Attendance	91.64		PP Persistent Absenteeism	24.37		<table border="1"> <tr> <td></td> <td>Sp1</td> <td>Sp2</td> </tr> <tr> <td>PP Cumulative Attendance</td> <td></td> <td></td> </tr> <tr> <td>PP Persistent Absenteeism</td> <td></td> <td></td> </tr> </table>		Sp1	Sp2	PP Cumulative Attendance			PP Persistent Absenteeism			<table border="1"> <tr> <td></td> <td>Su1</td> <td>Su2</td> </tr> <tr> <td>PP Cumulative Attendance</td> <td></td> <td></td> </tr> <tr> <td>PP Persistent Absenteeism</td> <td></td> <td></td> </tr> </table>		Su1	Su2	PP Cumulative Attendance			PP Persistent Absenteeism			ATH
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<p>The nationally recognised PASS (Pupil Attitude to Self & School) testing system is used in Autumn and early summer to benchmark the needs of all students.</p> <p>The findings from each PASS testing window are shared with all staff to inform our actions and initiatives within school.</p>	<p>Autumn testing window completed within Term 1.</p> <p>PASS Update report generated and shared with all Action Plan holders.</p> <p>Updates to action plans in relation to PASS update are made and agreed.</p>		<p>Summer testing window completed within Term 1.</p> <p>Boxes coloured green indicate improvement from Autumn testing window.</p> <table border="1"> <tr> <td></td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>A</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		7	8	9	10	11	A						ATH															
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<p>The Summer 2018 testing window produced the following results:</p> <p>Total Cost: £2.10 per pupil.</p>	<p>All students have their data triaged by Pastoral team. Students showing concerning trends are referred into the appropriate Pastoral support pathway.</p> <p>This table denotes the PASS percentile for the PP cohort within each year group.</p> <table border="1" data-bbox="824 459 1189 719"> <tr> <td></td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>A</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>E</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>F</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>G</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		7	8	9	10	11	A						B						C						D						E						F						G							<table border="1" data-bbox="1653 97 2018 284"> <tr> <td>B</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>C</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>E</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>F</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>G</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>PASS Update report generated and shared with all Action Plan holders. Updates to action plans in relation to PASS update are made and agreed.</p> <p>All students have their data triaged by Pastoral team. Students showing concerning trends are referred into the appropriate Pastoral support pathway.</p>	B						C						D						E						F						G						
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<p>LGBT+ Inclusion through whole school work with Barnardos team Positive Identities and Allies Club Allies club once a week is open to all students but has a focus on LGBTQ+ topics. Through the safe guarding focus on peer on peer abuse BYA are raising the profile of bullying specific to LGBTQ+ through whole staff training, student training and the raising awareness and campaigning about specific areas of discrimination.</p> <p>No Budgeted Cost</p>	<p>Allies club re-established and based in the chapel run by the chaplain, cathedral lead and wellbeing worker. Whole Academy training on LGBTQ+ from Barnardos following a successful bid. Key drive through safeguarding training on Positive Identities and zero tolerance on peer on peer abuse and bullying</p>	<p>Weekly Allies club meets where students campaign and raise awareness on topics regarding LGBTQ+. Planned topics for each week to ensure an inclusive approach to all aspects of LGBTQ+ life. Partnership with Ralph Thorsbey School established and the sharing of good practice allows staff to participate in a bespoke LGBTQ+ awareness package surrounding positive identities</p>	<p>Student Surveys show that students have a positive time at school regardless of their LGBTQ+ status and show respect to each other. Allies club is a diverse range of students who are empowered to shine a spotlight of key topics. Development of school partnership to bid for LGBTQ+ Beacon status regarding positive identities within East Leeds.</p>	EKE																																																																																				
<p>Hardship Fund</p> <p>A discretionary fund is available for students in temporary financial difficulty where this is causing them to be unable to engage in learning. This fund is to be used specifically to allow students to engage in curriculum provision and is approved by DKI and the Safeguarding team.</p> <p>Total Cost £2000</p>	<p>All students identified as being in temporary financial hardship have been supported in maintaining their engagement with curriculum provision. The Achievement Directors for Student Development have identified these students using internal data and work closely with</p>	<p>All students identified as being in temporary financial hardship have been supported in maintaining their engagement with curriculum provision. The identified students and their needs are reviewed by the Achievement Directors and the Pastoral team and internal data is</p>	<p>All students identified as being in temporary financial hardship have been supported in maintaining their engagement with curriculum provision. The Pastoral team review the success of the hardship fund and the impact this has had on the cohort involved. Year 11 students</p>	DKI																																																																																				

	the Pastoral team to understand the financial support required to engage them in learning. Initial meetings take place and support is agreed.	used to judge the success of the implemented strategies. New students are identified.	preparing for their GCSE's are focussed on.													
Highly effective Careers guidance is available to our students throughout their time at Bishop Young. A full time Careers Advisor targets the PP cohort (and especially those at risk of NEET) for All students in all year groups receive careers support. This includes experiences to explore the world of work and aspiration in KS3, practical "work ready" skills development in Year 9 & 10 as well as practical day to day guidance regarding completing the application process for post 16 in Year 11. Total Cost: 100% of Careers Advisor salary + £500 capitation.	<table border="1"> <tr> <td>2016-17 PP NEET</td> <td>2017-18 PP NEET</td> </tr> <tr> <td>7.4%</td> <td>6.7%</td> </tr> </table> <p>All Year 11 students will have received a follow up Careers meeting (after initial Yr10 meeting in 17/18) which confirms plans for post 16.</p>	2016-17 PP NEET	2017-18 PP NEET	7.4%	6.7%	<table border="1"> <tr> <td>2016-17 PP NEET</td> <td>2017-18 PP NEET</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>All Yr11 students will have made an appropriate application to post 16 provider or will have a bespoke "work ready" action plan.</p> <p>All Year 8 students will have received a 1-2-1 Options support meeting with a member of the SLT/ELT or Careers team.</p>	2016-17 PP NEET	2017-18 PP NEET			<table border="1"> <tr> <td>2016-17 PP NEET</td> <td>2017-18 PP NEET</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>All Yr11 students will have nominate a final first choice of Post 16 provider or work placement.</p> <p>All Yr10s will have had a part 1 careers meeting.</p>	2016-17 PP NEET	2017-18 PP NEET			ATH MCR APE SGU
2016-17 PP NEET	2017-18 PP NEET															
7.4%	6.7%															
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2016-17 PP NEET	2017-18 PP NEET															
Counselling and SEMH Support Wellbeing Lead Salary (90%) Total Cost: £5160	<p>100% of student referrals to have access to the BECK, counselling by Julie Parker or SEMH package of support including 1:1s and group work.</p> <p>Fortnightly meets with SEMH lead and the BECK provision to monitor numbers. Weekly updates to SLT regarding student numbers.</p>	<p>100% of student referrals to have access to the BECK, counselling by Julie Parker or SEMH package of support including 1:1s and group work.</p> <p>Fortnightly meets with SEMH lead and the BECK provision to monitor numbers. Weekly updates to SLT regarding student numbers.</p>	<p>100% of student referrals to have access to the BECK, counselling by Julie Parker or SEMH package of support including 1:1s and group work.</p> <p>Fortnightly meets with SEMH lead and the BECK provision to monitor numbers. Weekly updates to SLT regarding student numbers.</p>	EKE												
In order to support all students begin the day properly nourished breakfast is provided free of charge to PP students. PP students are at a greater risk of suffering from poor nutrition and not eating a balanced breakfast before school starts. The proven relationship between diet, blood sugar and concentration in lessons means that many PP students then struggle to effectively engage throughout their morning lessons. Total Cost:	<p>Student Voice. 100% of students questioned are able to explain how and where breakfast is available to them if needed.</p> <p>Football monitoring baseline is established.</p>	<p>Student Voice. 100% of students questioned are able to explain how and where breakfast is available to them if needed.</p>	<p>Student Voice. 100% of students questioned are able to explain how and where breakfast is available to them if needed.</p>	ATH												

Family Support Worker Total Cost included in overall total. Cluster Support (90%) Total Cost: £52,200	80% Improvement in attendance and attainment for students the FSW works with in comparison to starting points. Weekly updates to the safeguarding team and SLT/ELT regarding students that are being seen.	85% Improvement in attendance and attainment for students the FSW works with in comparison to starting points. Weekly updates to the safeguarding team and SLT/ELT regarding students that are being seen.	90% Improvement in attendance and attainment for students the FSW works with in comparison to starting points. Weekly updates to the safeguarding team and SLT/ELT regarding students that are being seen.	
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Priority 3: Empower

Total cost of these strategies: £12,815

Activity/Task & Rationale	Milestones			Lead																																													
	Mile stone 1 Success Criteria (Term 1)	Mile stone 2 Success Criteria (Term 2)	Mile stone 3 Success Criteria (Term 3)																																														
<p>A varied and well planned selection of rewards are used to incentivise good habits and demonstrate recognition of those student who are meeting the academy's high standards.</p> <p>Rewards Total Cost: £4000 See also cost of Class Charts</p>	<p>Student voice is taken to stock the school 'Pop up shop'. There is a tariff available so that students are aware of how many points are required for the different items and the shop opens regularly throughout the school year. This is advertised through tutor time using the tutor slides. All staff have awarded at least 3 Golden tickets. Good attendance and punctuality is automatically rewarded through Class Charts.</p>	<p>Students from each Cathedral that have had a positive first term are recognised and rewarded in Cathedral assemblies. Student voice is used again to stock the 'Pop up shop'. Badges are being distributed to students hitting the required points on the rewards scale and worn on blazers. A review is done of all students who have hit positive trigger points to ensure they have received what they should. 100% attenders are given substantial rewards.</p>	<p>There are more student eligible for the 100% attendance rewards. Cathedral Leaders lead reward assemblies to distribute prizes that recognise academic excellence, attendance and resilience. Form tutors recognise students who have made outstanding contributions to tutor time. There is a whole school rewards ceremony. The overall winning Cathedral is rewarded. There is a whole school rewards trip for all students meeting the criteria.</p>	DKI																																													
<p><u>Enrichment Curriculum</u> In KS4 all students have 1 Enrichment lesson per fortnight.</p> <p>In Year 9 & 10 this takes students through the Arch Bishop Young Leaders award. Through studying this course student will develop a range of core skills such as leadership, confidence, communication, problem solving and team work</p> <p>Social action, community work and charitable action are powerful themes of the project based work with students expected to plan and deliver fundraising activities.</p>	<p>PTP 1 Enrichment Data</p> <table border="1"> <thead> <tr> <th></th> <th>Excellent</th> <th>Expected</th> </tr> </thead> <tbody> <tr> <td>Y9 Target</td> <td></td> <td></td> </tr> <tr> <td>Y9 Actual</td> <td></td> <td></td> </tr> <tr> <td>Y10 Target</td> <td></td> <td></td> </tr> <tr> <td>Y10 Actual</td> <td></td> <td></td> </tr> </tbody> </table> <p>Following Autumn 2 CW theme 80% of students are able to correctly articulate the meaning of social justice.</p>		Excellent	Expected	Y9 Target			Y9 Actual			Y10 Target			Y10 Actual			<p>PTP 2 Enrichment Data</p> <table border="1"> <thead> <tr> <th></th> <th>Excellent</th> <th>Expected</th> </tr> </thead> <tbody> <tr> <td>Y9 Target</td> <td></td> <td></td> </tr> <tr> <td>Y9 Actual</td> <td></td> <td></td> </tr> <tr> <td>Y10 Target</td> <td></td> <td></td> </tr> <tr> <td>Y10 Actual</td> <td></td> <td></td> </tr> </tbody> </table> <p>Student led fundraising events have been held for 4 local and 4 national/international charities.</p>		Excellent	Expected	Y9 Target			Y9 Actual			Y10 Target			Y10 Actual			<p>PTP 3 Enrichment Data</p> <table border="1"> <thead> <tr> <th></th> <th>Excellent</th> <th>Expected</th> </tr> </thead> <tbody> <tr> <td>Y9 Target</td> <td></td> <td></td> </tr> <tr> <td>Y9 Actual</td> <td></td> <td></td> </tr> <tr> <td>Y10 Target</td> <td></td> <td></td> </tr> <tr> <td>Y10 Actual</td> <td></td> <td></td> </tr> </tbody> </table> <p>Student led fundraising events have been held for 6 local and 6 national/international charities. All KS4 students have completed the "Courageous Advocacy" stakeholder voice. 80% are able to</p>		Excellent	Expected	Y9 Target			Y9 Actual			Y10 Target			Y10 Actual			SGU
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<p>In Year 11 students use Enrichment to research and prepare for their KS5 transition process and complete an appropriate</p> <p>Budgeted cost £6,815</p>	<p>Student led fundraising events have been held for 2 local and 2 national/international charities.</p>		<p>correctly articulate the role of charity work within community life and its importance for supporting social justice.</p>	
<p><u>Student Leadership</u></p> <p>In order to support the development of leadership skills and empower the aspiration of our students a robust Student Leadership programme is established in all year groups at Bishop Young Academy.</p> <p>Student Leaders are selected using a method similar to a job application and interview selection in order to support them in developing “work ready” leadership skills.</p>	<p>80% of SSLT members meet contract criteria.</p> <p>Create Junior and Senior council</p> <p>Create leaders in sports/EAL/literacy/numeracy/Eng/maths/Sci</p> <p>Leadership training from LZW</p>	<p>90% of SSLT members meet contract criteria.</p> <p>Meetings of both councils each half term</p> <p>Area leaders to meet regularly with relevant departments</p> <p>Leadership training from Jill Adams</p>	<p>100% of SSLT members meet contract criteria.</p> <p>Members of SSLT to chair meetings of Junior and Senior council.</p> <p>Area leaders to LEAD specific areas of responsibility.</p> <p>Leadership training from other professionals outside of the Academy</p>	<p>LZW</p>
<p><u>Arts Funding</u></p> <p>PP students are statistically less likely to experience the Arts outside of school. This deprives them of an opportunity to explore their rich cultural heritage and their own gifts and talents.</p> <p>Additional funding for the Music department allows PP students to access music lessons free of charge within school time. This allows PP students to experience high quality music teaching outside of the curriculum, progress to recognised Grade certifications and</p> <p>Start up funding (£2000) will allow the Performing Arts team (Music, Dance and Drama) to provide regular, high quality, well-funded extracurricular shows and performances allowing students to engage in a wide range of on and off stage roles which they would normally not access.</p> <p>Total Cost: £2000</p>	<p>Christmas Showcase</p> <p>60% of students involved from the PP cohort.</p>	<p>No further milestones</p>	<p>36 students to have received weekly music lessons across the year.</p> <p>60% of pupils at KS4 in options lessons participating in instrumental lessons by the end of the year.</p> <p>60% of pupils receiving instrument lessons in KS3 and KS4 are pupil premium pupils.</p> <p>Summer Showcase</p> <p>60% of students involved from the PP cohort.</p> <p>10% of school, cohort have been involved in an extra-curricular Performing Arts event.</p>	<p>SST</p> <p>AAP</p> <p>SAP</p> <p>HMA</p>

Priority 4: In Partnership				
Total cost of these strategies: £4157				
Activity/Task	Milestones			Lead
	Mile stone 1 Success Criteria (Term 1)	Mile stone 2 Success Criteria (Term 2)	Mile stone 3 Success Criteria (Term 3)	
<p>The effective use of Provision Map allows all teams within school to share information regarding the support and intervention pertaining to the PP cohort. This will include:</p> <ul style="list-style-type: none"> • SEND Provision • Alternative Provision • Revision/Boosters • SEMH/Well being support <p>The reports from Provision Map will inform strategic planning of future budget and staffing plans as well as the deployment of existing resources.</p> <p>Provision Map will be accessed by all staff as appropriate for their role empowering all in-school stakeholders to be fully informed regarding student provision.</p> <p>The information within Provision Map will allow us to keep parents fully informed regarding the support their child receives in school.</p> <p>Total Cost of Provision Map: £357</p>	<p>September – All teaching & pastoral staff have been trained in the use of Provision Map.</p> <p>Autumn 1 Provision Map QA (PCO/ATH) shows that all current, active provisions are represented on Provision Map.</p> <p>Autumn 2 Provision Map QA (PCO/ATH) shows that all Autumn 1 Provisions have been reviewed and the Provision Impact figure remains positive.</p>	<p>Spring 1 Provision Map QA (PCO/ATH) shows that all Autumn 2 Provisions have been reviewed and the Provision Impact figure remains positive.</p> <p>Spring 2 Provision Map QA (PCO/ATH) shows that all Spring 1 Provisions have been reviewed and the Provision Impact figure remains positive.</p>	<p>Summer 1 Provision Map QA (PCO/ATH) shows that all Spring 2 Provisions have been reviewed and the Provision Impact figure remains positive.</p> <p>Summer 2 Provision Map QA (PCO/ATH) shows that all Spring 2 Provisions have been reviewed and the Provision Impact figure remains positive</p>	ATH
<p>Class charts and PS Connect Ed are used with parents to maintain close contact and strengthen the partnership between families and colleagues in school.</p> <p>Class charts behaviour system allows constant communication between school and home</p> <p>PS Connect ed ...</p> <p>Budgeted Cost: 60% of total cost funded from PPG</p>	<p>All students and parents / carers receive log in details and information regarding the software. Support is offered at Moving-on evenings, Pastoral evenings and through the Pastoral team. Phone support for parents / carers is also offered. Class Charts data is use to make informed decisions regarding the support of individual students.</p>	<p>Class charts is used in all parental meetings and discussions with parents / carers and families are encouraged to use it at home. Class Charts data is reported home to all parents. At the pastoral evenings staff present Class Charts information to parents and carers.</p>	<p>Survey conducted to engage parental / carer usage. Class Charts / PS Connect Ed coffee mornings are offered for anyone requiring support. Yearly Class Charts data is reported home.</p>	DKI

	PS Connect Ed is used to get key information home and to allow parents / carers to contact school.																					
<p><u>Student Progress Budget</u></p> <p>Staff across the school are empowered to apply for funding for the BYA Student Development fund. This funding is allocated to remove any financial restrictions that may prevent students from accessing extra-curricular opportunities. The SD fund can also be accessed by department areas to purchase resources with a proven track record for supporting PP students to improve either their academic outcomes or their attendance, behaviour or engagement.</p> <p>Total Cost: £3000</p>	<table border="1"> <tr> <th colspan="2">Autumn Term</th> </tr> <tr> <td>Applications made</td> <td></td> </tr> <tr> <td>Applications approved</td> <td></td> </tr> </table> <p>All Autumn 1 applications have submitted impact reports and these show a positive impact residual.</p>	Autumn Term		Applications made		Applications approved		<table border="1"> <tr> <th colspan="2">Autumn Term</th> </tr> <tr> <td>Applications made</td> <td></td> </tr> <tr> <td>Applications approved</td> <td></td> </tr> </table> <p>All Autumn 2 and Spring 1 applications have submitted impact reports and these show a positive impact residual.</p>	Autumn Term		Applications made		Applications approved		<table border="1"> <tr> <th colspan="2">Autumn Term</th> </tr> <tr> <td>Applications made</td> <td></td> </tr> <tr> <td>Applications approved</td> <td></td> </tr> </table> <p>All Spring 2 and Summer 1 applications have submitted impact reports and these show a positive impact residual.</p>	Autumn Term		Applications made		Applications approved		
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<p>KWI and SGU continue to form the BYA volunteer section of Leeds CCF as commissioned officers; KWI – Army Section, SGU – RAF Section.</p> <p>Cadets attend weekly Monday parade nights. Cadets attend weekend training as often as possible. Cadets complete the APC syllabus specific to their experience. (Completed if they attend parade nights and training weekends).</p> <p>Total Cost: £800</p>	<p>A minimum of 8 students recruited for 21-24 Sep recruitment weekend.</p> <p>10 recruited, 2 more have requested joining forms.</p>	<p>At least 15 cadets are regularly attending Monday parade nights and weekend activities. (recruitment and retention).</p>	<p>At least 15 cadets are still on the books. (retention).</p>	<p>KWI</p> <p>SGU</p>																		